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ABSTRACT

This document is a group leader activity guide to accompany a sexual assault prevention program focusing on information for male teenagers. Background information, large group activities, comments for small group leaders, extension activities, activity sheets, and transparency masters are included for 15 group activities. These topics are covered in the activities: (1) sex role expectations; (2) assertiveness skills; (3) responding to disrespectful language; (4) sexual harassment; (5) differences between sexual behavior and sexual exploitation; (6) defining sexual assault; (7) evaluating and setting personal limits; (8) the shared responsiblity of saying and hearing "no"; (9) when is it too late to say "no"; (10) hazing of younger teenagers by older teenagers; (11) sexual abuse of young males; (12) paying attention to instincts; (13) telling or not telling about problems; (14) accessing support services; and (15) supporting a friend who has disclosed victimization. The appendix includes a description of an appropriate movie on teenage sexual abuse, a resource list, a bibliography of books for teenagers, three additional scenarios of abuse, and role play suggestions to practice assertiveness. (ABL)

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So What's it to Me?

Activity Guide

CG 020934

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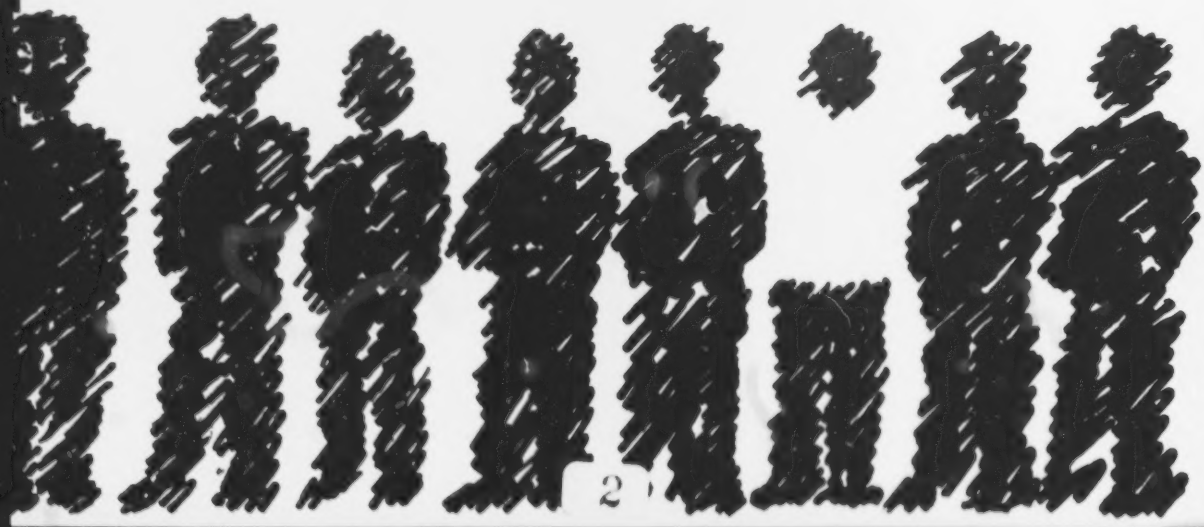
Sexual Assault Information for Guys



Activity Guide

So What's It To Me?
Sexual Assault Information For Guys

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Design by Moe Design Associates
Illustrations by Viki Woodworth and Steve Moe
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How To Use This Guide

The Activity Guide to accompany *So What's It To Me? Sexual Assault Information For Guys* is structured so that the group leader will have access to the actual booklet pages the participants will be using, additional information about those pages, activities structured to support those learnings and materials to use in conjunction with the activities.

Before using the guide or the booklet with a group of teens the leader should familiarize her/himself with the material and the layout of the guide in order to most effectively and efficiently present the material.

The guide is set up in the following manner:
Following introductory remarks are a series of colored banded pages. The colored banded pages are numbered with the page numbers corresponding to the pages to be utilized in the participants' booklets. On these colored banded pages the group leader will find background information, large group activities, comments for small group leaders, extension activities, activity sheets and transparency masters.

Following the colored banded pages meant for the group leader are the actual pages from the *So What's It To Me?* booklet. In planning the sessions the leader is able to write comments, additional information and personal instructions on the blank side of the booklet pages. In this manner the guide becomes a more individualized tool for the group leader.

The activity sheets and transparency masters are reproducible with a copier. For those people with access to a copier with the capacity to enlarge it might be advantageous to enlarge the transparency masters before making the transparency to allow for easier readability by the participants.

The appendix at the end of the guide contains the following information:
- 16 mm film suggestion
- Group leader information resource list
- Suggested booklist for teens
- Scenarios to supplement those in the body of the guide
- Suggested role play situations for practicing assertiveness

The booklet and the guide were written with the review, help and suggestions of several hundred teens and adults working with teens. The material is as inclusive of diverse cultural norms as was possible, however individual group leaders will need to attend to the specifics of the diversity represented in their groups and their community.

Introduction

We are becoming more aware than ever before that sexual assault is a potential problem in the lives of teenagers. They are at a time in their lives when they are taking risks, trying out new skills, developing new social relationships in the context of awakening sexuality and separating from the adults in their lives while becoming more attached to their peers.

Prevention education with adolescents must concentrate on teaching skills which will minimize the possiblity of victimization while clearly identifying and evaluating behaviors which are or could become sexually assaultive. This material is most effective when presented as an integral part of personal safety education , in the adolescents' social context (mixed groups) and over time with an opportunity to discuss and evaluate. The optimal presentation team would include both a woman and a man as role models.

To help prevent teen acquaintance rape,"date rape", we must teach teens to learn to set and communicate sexual limits, respect limits (hearing that "no" means no!), that aggressive or forceful sexual behavior is inappropriate. Sex role expectations and the socialization of girls and boys must be addressed.

The sexual assault of adolescent males is a traditionally under-reported crime. We know from the work of Abel, Mittelman, Becker and the treatment oriented contributions of therapist Eugene Porter that the sexual assault of males is much more common than traditionally believed, that boys are at a greater risk of abuse outside the home than in, are more likely to have experienced "hands on" offenses than girls and are less likely to report the abuse. Preventing the sexual abuse of adolescent boys must include interactive information about socialization, homophobia, sex role expectations, relationships, danger signs and safety strategies. It is best accomplished as an integral part of sexual assault prevention education of both young women and young men.

This activity guide will provide information beyond that which is found in the booklet "So What's It To Me?". Activities, reproducible activity sheets or transparencies are included. Scenarios to augment those in the booklet are provided so that the students will have additional opportunities to evaluate situations and strategize solutions.

There are activities designed specifically for use with large groups and some additional activities are provided for use with smaller groups. Many of the activities require discussion and brainstorming on the part of the group and leader.

Because we know that so many girls, boys, women and men have been assaulted during the course of their lives we know there is a great likelihood that there will be victims/survivors among both leaders and participants. It is understandable that this material might well generate difficult thoughts and feelings and it will be important to attend to them. Before starting on this unit of study find what support services or people will be available to you and the participants in your group. Be sure to include resources and resource people from minority culture service providers. Sexual assault crosses all ethnic and cultural boundaries. Many ethnic and cultural groups have different histories, perspectives and beliefs about sexuality and sexual coercion as well as discussing these things with prevention educators and service providers.

Your program will be more successful and your participants better served if your preparations consider more than the majority culture.

Be familiar, as well, with any reporting responsibilities you may have if teens disclose a sexual assault to you. This information can be provided to you if you call your local rape crisis or sexual assault center.

Everybody Knows - What We're Taught

Sex-role expectations are clearly defined for young men and young women. From a very young age, children begin to act on behaviors that "everyone knows" are acceptable. Advertising, the media, peers, parents, all demonstrate "male" and "female" behavior so that by the time they reach their teens, young men and women continue to play out those pre-determined roles. The degree to which these stereotypical roles are adhered helps define the social relationships between young men and women.

Cultural expectations of males to be strong, in control, experienced and able to take care of themselves is rigidly enforced. It is not surprising, therefore, that boys who have been victimized are likely to view the abuse as failure of their masculinity. It reveals their inability to protect themselves in all circumstances.

An understanding of these stereotypical beliefs and an examination of the pressure caused by their acceptance will help frame future work on male-female social interaction and male victimization.

Large Group Activity

- Read pages 1-6 together
- Brainstorm what participants think "everybody knows" about what guys and girls should be, how they should act and respond. Use transparency format to focus brainstorming.
- Discuss (Note responses on board, transparency or chart)

  How does everybody know this?

  Where do the messages come from?

  What things reinforce these ideas?

  What are the penalties for teens who don't follow these stereotypes?

  Who are people they know that believe or support these stereotypes?
  (Adults, other teens...)

  Who gives you these messages?
- Look again at the list on the transparency. Discuss:

  How are these beliefs & behaviors changing?

  How does that change affect the way guys and girls feel about (1) themselves and (2) each other?

Small Group Activity

- Do the large group activity except:
  1) Use the transparency form as an individual activity sheet.
  2) After activity sheet is completed individually, share with group as facilitator records on a chart formatted like the worksheet.

Both Groups

Extension activity: Have participants find pictures from magazines which model what "everybody knows" and bring to group to create a collage for discussion.

Have to be tough

Must do what they're told

Activity #2

For pages 3 and 4 of pages 1 - 6

Large Group Activity:

- Pose the question & discuss:

  As guys get older, date more, there seems to be pressure to become sexually active. Where does it come from?

- Use transparency or activity sheet format to analyze a situation (may well be unrelated to sex) where they or a friend have bragged about some accomplishment and the reality has been different (from the point of view of braggart).

  For example:

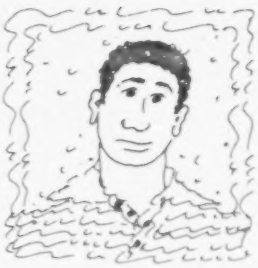
  The Brag: Chewing Tobacco -
  My older brother and friends just graduated from high school. I went with them to their baseball game. We were all taking batting practice and having a chew.

  The Real Scoop -
  I asked if I could come just to watch. I didn't really chew. I felt pressured, wanting to be included -it wasn't enough just to go with them.

- Ask what were you trying to accomplish by bragging?
  - to be included;
  - to make them think highly of me (important);
  - to make somebody envy me.
- Discuss:
  1) Have you ever felt pressured?
  2) What were you trying to accomplish?
  3) How might your statements make the listener feel like he had to tell you similar or "better" things.

Small Group Activity

- Utilize same activity as large group.
- Be mindful that this level of sharing is risker when there are fewer participants from which to draw scenarios.



The Brag

The Real Scoop

How have you felt pressured?

E V E R Y B O D Y K N O W S

For so long men couldn't be caring, sympathetic or emotional. So many teens, both boys and girls, get the message that to be a man is to be tough, athletic, powerful or forceful...those are things everbody just knows, somehow. It also seems everbody knows that in order to get a girl you have to be all of these things and more!

What do you think? Do you feel you have to be all of those things to be acceptable? Can you remember being told by adults that you should not cry? Were you told ways you should act to be "grown up" or a "man"?

It's tough being a guy in today's world. After all, being all of those things is too much to expect. Besides, what about being those other ways you feel, such as thoughtful or considerate? What about being confused or scared? What about being gentle and sensitive? How are you to know what you're supposed to be? Or what's expected of you? Or what you want to be? Think for a moment about where these messages are coming from. Messages from the world around us may have a lot to do with how people express their sexuality. These messages can be very confusing.

Teens get the message from the movies that it's the tough guy who always gets what he wants by being pushy. The teen-age shopper gets the message created by manufacturers that the purpose of any item of clothing is to be extra sexy. There seems to be a message in some of our music that sex and violence go together. Somehow guys get the message from the world that they should always be in control, that they're invincible and that they'll always be safe if they're a "man". What is a guy to believe?

Do I think about sex? Yeah -all the time...

I don't think about sex too much- Is that normal?

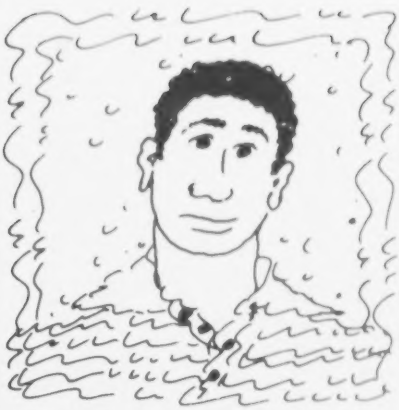
Actually, everyone feels turned on sometimes. Some people think about it more than others and that's okay. Sexy thoughts, touching, kissing, pleasant fantasies about sex create some great feelings.

Discovering that you have these sexual feelings can be both exciting and a bit unsettling.

The good news is that you can explore your sexuality within your values and in a caring, responsible way. Learning about yourself as a sexual being is an important part of becoming a whole person.

The bad news is that acting on these feelings in a thoughtless way can cause hurt. Sexual feelings can be confusing. There can be pressure from peers or adults. For guys, it's sometimes the pressure to "get laid". These pressures can result in taking advantage of other people.

For a guy, fitting in with the crowd sometimes means he feels pressure to put on an act about how experienced he is. He has to be a mover. If he can't tell others about his experiences, he'll look like a nobody. And no guy wants to look like he has hang ups about sex.



I don't know what to do about the feelings I'm having.

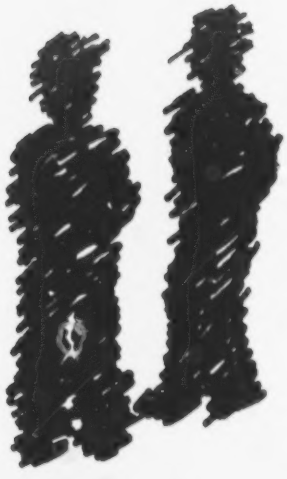
In truth, and this is part of the good news, exploring your sexuality does not mean you have to experience everything right now. It means that you, and those with whom you have relationships can make these decisions in your own time and way.

This booklet contains very direct thoughts from teens about relationships, sexual exploration and the problem of sexual assault. The teens who contributed their ideas to this booklet were very open about their needs, desires, expectations, hopes and fears. They wanted to share them with you so that you and your friends might be able to be more open and better able to communicate with each other.

The purpose of this booklet is to give you information and to challenge you to examine your own beliefs. It may be different from any booklet you have ever read. There will be some things to read, to think about and to do. It is designed to give you an opportunity to explore your own ideas and values about relationships, sexual and otherwise. It will give you a way of examining your expectations and actions.

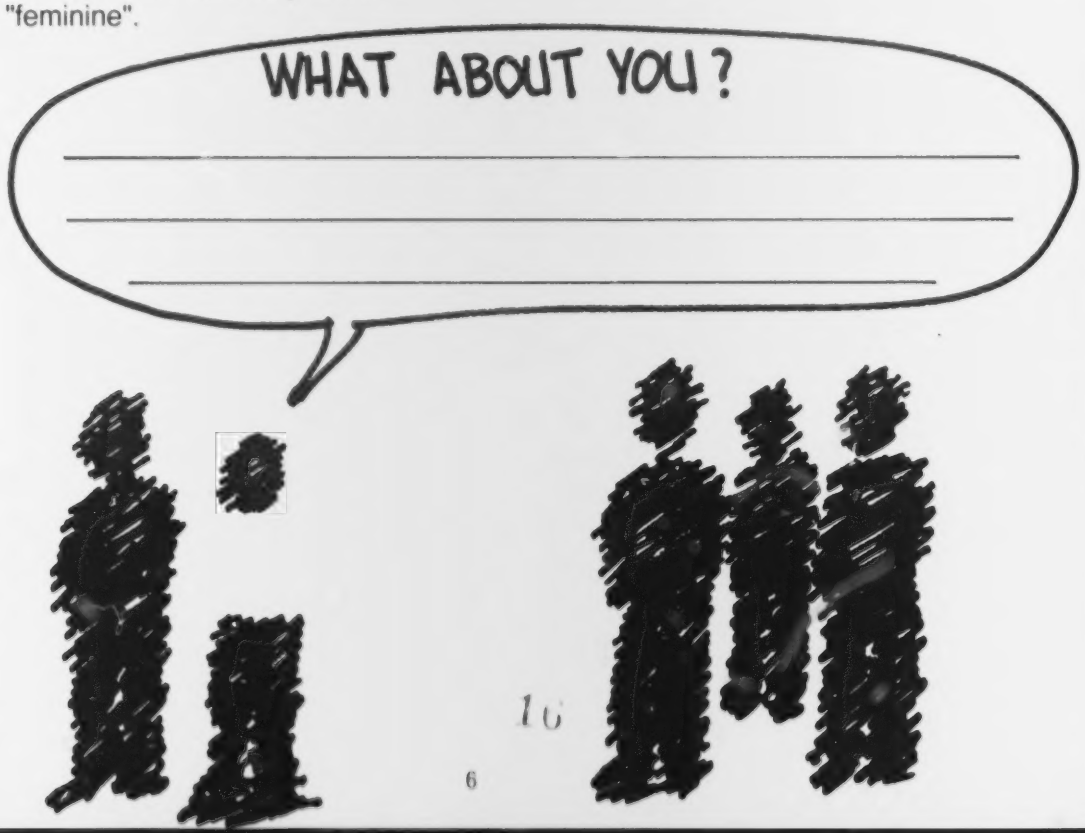
What We're Taught....

When a guy reaches his teen years all sorts of touching may change for him. As a young child a boy could sit on his Mom or Dad's lap, get hugs, give hugs and get the special comforting feelings that come from touching. Without telling him, adults may stop hugging him in the same way. No one may tell him but he can watch it all around him. Touching, for a grown up man, means something different than it used to when he was a boy. Now there seems to be something sexual about that comforting kind of touching. What does that mean for a young man? What kind of touching might now be misunderstood? Where can he get good comforting touches? And if a young woman hugs him, what does it mean? These changes in the way touching is given and received can be confusing.



It seems that one of the big problems is that guys and girls are taught that they should act in ways which are considered "male" and "female". Many guys learn that they are supposed to be in charge all of the time; that they should take control and make the decisions. Some believe they need to be sexually experienced in order to be considered a "man". Many girls believe that they should be quiet, submissive, and willing to let the guy make the decisions....or else they aren't "feminine".

All of these beliefs about how people should behave complicate the way young men and women act toward each other. Behaving in these "masculine" and "feminine" ways causes the relationship to be unequal. Many teens feel that if they behave differently than these expectations they run the risk of being ridiculed and maybe not being accepted by their friends.



How Can a Guy Start Making a Difference

Developmentally, teens are struggling for independence, separating from their parents and attaching to their peers. The difficulty of influencing another's behavior without causing embarrassment needs to be acknowledged. Assertiveness and aggressiveness need to be defined and examined and appropriate uses of each style discussed. Teens must practice newly learned assertiveness skills if they are to be useful life skills.

Assertive behavior means expressing thoughts, feelings and beliefs in direct, honest, appropriate ways which do not violate another person's rights. Aggressive behavior means directly standing up for your personal rights and expressing your thoughts and feelings in ways which are usually inappropriate and violate the rights of others.[1]

Large Group Activity

- Read the scenario of John & Jason on p. 7,8 and 9 together. Stop for comment/question breakouts.
- Ask participants to describe a similar type situation without telling an outcome.
- As a group, generate ways of handling the situation which is not hurtful or embarrassing to either the guy or girl.
- Evaluate which responses were direct and which were indirect. Utilize transparency/activity sheet to record direct/indirect responses.
- Discuss which responses the participants think would work most effectively.
- Discuss which responses they think might be realistic.

Small Group Activity

- Utilize same activity as large group.
  Then practice direct responses to situations presented.
- Emphasize assertive responses, not aggressive responses.

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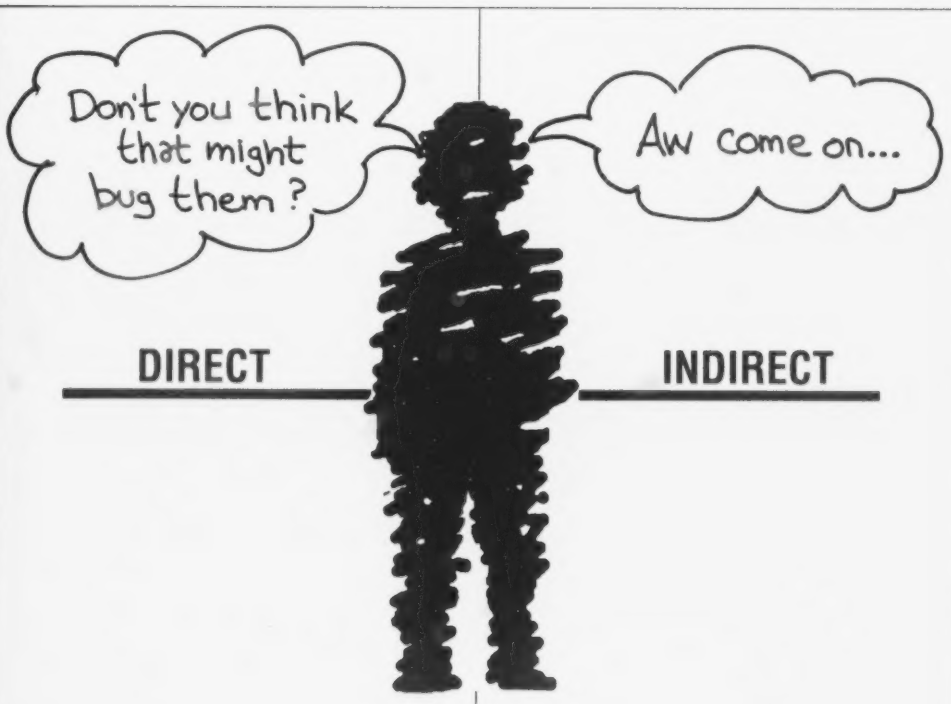
[1] Lange Jakubowski, Responsible Assertive Behavior, Illinois Research Press, 1976.



Transparency/Activity Sheet
To accompany: How Can A Guy Start Making A Difference (pages 7, 8, 9)

How Can A Guy Start Making A Difference?

How can a guy start making difference? How can he treat others equally, respecting them, yet not get laughed at by his friends... especially if his friends are the ones doing things that are hurting others?

How do you change your own actions when you realize they are contributing to someone else's inconsiderate or harassing behavior?

John was trying to use a certain amount of personal power and control over the girls at the locker. We can guess that the girl was surprised and a little uneasy about being trapped against the locker.

JOHN AND JASON ARE WALKING DOWN THE HALL AFTER SCHOOL. THEY ARE TOSSING A MATH BOOK BACK AND FORTH AND LOOKING FOR SOMETHING INTERESTING TO HAPPEN. AS THEY PASS BY THE LOCKER AREA THEY SEE TWO GIRLS PUTTING AWAY THEIR BOOKS. THE GIRLS ARE TALKING WITH EACH OTHER AND DO NOT SEE THE GUYS COMING UP TO THE LOCKER. AS JOHN AND JASON WALK OVER TO THE LOCKER JOHN SAYS, "WATCH THIS AND LEARN."

JOHN APPROACHES THE LOCKERS AND PLACES HIS ARMS ON EACH SIDE OF ONE OF THE YOUNG WOMEN, TRAPPING HER AGAINST THE LOCKER. "HI THERE,....."

AS THEY APPROACHED THE LOCKER AREA AND JOHN TOLD HIM TO "WATCH AND LEARN", JASON MIGHT HAVE CALLED OUT TO THE YOUNG WOMEN, "HEY, HOW YA DOIN'?" OR ANYTHING WHICH MIGHT HAVE PREPARED THE GIRLS THAT HE AND JOHN WERE INTENDING TO COME TALK TO THEM. JOHN WOULD NOT HAVE HAD THE OPPORTUNITY TO SUPRISE THEM WITH UNCOMFORTABLE OR UNPLEASANT BEHAVIOR.

AS JOHN TRAPPED THE GIRL AGAINST THE LOCKER JASON MIGHT HAVE TOSSED THE BOOK TO JOHN CHALLENGING HIM TO CATCH IT, THEREBY GIVING THE YOUNG WOMAN AN OPPORTUNITY NOT TO BE TRAPPED. IN EITHER CASE, JASON IS NOT THREATENING JOHN OR MAKING HIM LOOK BAD IN FRONT OF THE GIRLS.

What could Jason have done to help the young women out and still not make his friend feel like a fool?

OR HE COULD HAVE

AND SHE COULD HAVE

THE YOUNG WOMAN, SEEING JOHN'S INTENTION, PLACED HER HAND FIRMLY ON HIS SHOULDER AND SAID "YOU'RE MAKING ME UNCOMFORTABLE. PLEASE TAKE YOUR ARMS DOWN." THE YOUNG WOMEN HAVE, AS YOU SEE, SOME OPTIONS AS WELL. THIS ONE USED ASSERTIVENESS. IF JOHN HAD BEEN STOPPED EARLIER, IT MIGHT HAVE SAVED HIM SOME EMBARRASSMENT. IT IS POSSIBLE THAT JOHN WANTED TO SHOW JASON THAT HIS REPUTATION AS AN EXPERIENCED MAN WAS BASED ON HARD FACT. SOMETIMES A DESIRE TO BE KNOWN AS "EXPERIENCED" CAN CAUSE PROBLEMS.

Other Ways to Say It

So much a part of the male culture is the post-date comparison of performance. It sometimes becomes a time of bragging and outdoing the others. It also is a time when dating partners may be discussed with objectifying language. Referring to a young woman as a "skirt", for example, objectifies her person at least. "Was she any good?" is a question directed at performance (of both the guy and girl) rather than relationship.

The respect with which a person is talked about is often indicative of the respect with which the speaker treats the person.

Guys need to know they have the right to have private thoughts about relationships. They need to think about ways of responding to disrespectful or challenging language that don't threaten their credibility in the eyes of their peers.

Large Group Activity

- Read page 10 together
- Discuss: In what ways are these young men talking about their dates? (as objects, not whole people). And in what ways are some of the comments challenges to the other guys to "top this".
- Read phrases on the transparency or activity sheet together.
- Identify with group "threatening" or "prove it" kind of phrases.
- Divide into small groups and generate "other ways" to complete the activity sheet.
- Regroup into large group and share "other ways" and list on transparency or activity sheets.
- As a group decide on and star (*) the response to each comment which is least threatening to the sayer and hearer.

Small Group Activity

- Utilize the same activity except, when instructed to divide into small groups, divide into pairs.

Other Ways To Say....

"Prove it" phrase	Alternative
Were you any good ?	
Is she "hot" ?	
What makes a body like her go out with a guy like you ?	
Haven't you two gotten it on yet ?	

Transparency/Activity Sheet
To accompany: Other Ways to Say It (page 10)

Other Ways to Say it

It's Saturday morning. All the guys are hanging out in the weight room and comparing Friday night dates.

"Who was the fox you were with?"
"Did you score?"
"What's wrong with you, Smith? Doesn't sex turn you on?"
"Was she any good?"

It's pretty easy to feel like you have to be as successful as the other guys are claiming to be. If you listen carefully to what these guys are saying, you'll see that they aren't very concerned about young women as people ----only as performers in their story swapping. It's difficult to be one of the guys and still show that you don't treat women as they do, or at least like they say they do. It isn't necessary to put other guys down, but it is possible to respond positively without looking bad to your friends.

Who was that fox?	Janice is the girl I was with.
Did you score?	Hey, I wasn't playing a game!
Was she any good?	We always have a great time...or...She's a lot of fun to be with.
What's the matter, doesn't sex turn you on?	Sure it turns me on but my private life is my own business and it's not something I want to talk about with everybody.

Relationships with friends, with other young men and young women, which are based on respect for one another can be great. Friendships based on competition and a need to prove something can be difficult.

The Flip Side

Sexual harassment is a kind of sexual assault. It can take many forms.

It might be unwanted -
- sexual comments or suggestions
- sexual grabbing or touching
- comments about a person's body
- staring at a person's body or body parts

Sexual harassment is unwanted or unwelcome sexual behavior that interferes with a person's life. The person harassed often feels out of control, threatened, helpless. Harassment is most often thought of as something a male does to a female. The story of Scott and Jennifer lends a broader perspective.

First, the issue of young men as potential victims of harassing behavior. It illustrates that as difficult as it is for young men/boys to admit, situations can get beyond their control.

It also invites young men to evaluate their own behaviors which young women may find objectionable.

Large Group Activity

- Read P. 11, 12 aloud together.
- Discuss question breakouts when they appear and questions at the end of the story.
- Identify with the participants occassions on which they felt like Scott (both boys and girls); experiences when they felt they were being harassed (sexual or otherwise).
- Identify times the participants may have harassed others: 1) non-sexually and 2) sexually.

THE FLIP SIDE

It can work the other way, too. Scott seemed to be the most popular guy around. Everyone wanted to be with him. Jennifer kept calling him up to talk all the time. He didn't really want to talk with her, but he didn't want to be rude either. And it was kind of fun to think that she liked him even if he wasn't interested in her...at least not in the same way that she was interested in him. Scott noticed that she also ate lunch at the same place he and his friends met every day. It seemed as though she always managed to say something to him that made his friends think that there was something going on between them.

THIS BOTHERS SCOTT - WHAT CAN HE SAY?

DOES HE WANT TO DO ANYTHING YET?

One day Jennifer met him after her last class. She told him that her car had broken down and asked if he would mind dropping her off at the hamburger place where she worked. She was afraid she'd be fired if she was late.

Scott drove her to work, but before he dropped her off, she really started coming on to him.

A lot of his friends were at the restaurant for a hamburger after school. They hollered at Scott and gave him a bad time, but he just wanted to get out of the situation. He wanted to get away from Jennifer.

HOW CAN SCOTT SAY WHAT HE WANTS THE RELATIONSHIP TO BE?

The next day Scott's friends really started teasing him, saying they knew all along that he and Jennifer had a thing going. They told him she had bragged about how "good" he was. Scott was furious and embarrassed. Jennifer had made it look like they had a sexual relationship and they barely had any relationship at all!

HOW WAS HE FEELING?

Can you see when Scott first felt funny?

Were there signals early in their relationship that might have given him warning about what eventually happened?

Looking at the problem of sexual harassment and sexual assault from this side might help you to see the problem as a young woman might see it. It's flattering to have someone pay attention to you, but it stops being fun when it becomes a hassle.

Is It All Right?

Any sexual contact with a person without her/his consent is sexual assault. It could be seeing a person exposing himself, handling of genitals, oral-genital contact or intercourse.

National studies indicate that one in four girls and one in seven boys are victims of sexual assault by age sixteen. Not only are teens assaulted by adults; often they are assaulted by someone they know in their own age group.[2] It can even happen in their own home.

Teens may not have a clear understanding of the difference between positive sexual behavior and sexual exploitation. They may lack specific skills in communication and assertiveness. They want and need to take risks which increases their vulnerability. They have grown up learning to respect adults (not to question authority). Some adults take advantage of that power to sexually manipulate teens.

Large Group Activity

- Have participants complete page 13 on their own.
- Tally #'s of Agree, Disagree responses on transparency.
- Compare your group % with the graph on p. 14 and discuss rationale of participants.
  Why are they different?
  What's happened since this earlier study to make the numbers different?

  Note: Your participants have more information about sexual assault than those in the UCLA study [3], yielding vastly different %. However, if any "Agrees" are recorded, there is a need for clarification.
- Examine what values you hold that affect your judgment. Why would anyone believe that any of the answers to this survey could be true?
- Do you know people (even adults) who hold these attitudes?
- Discuss how these attitudes affect the way they treat others.

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[2] Finkelhor, David, Child Sexual Abuse, New Theory & Research, New York, Ny.: The Free Press 1984 and Russell, D., Sexual Exploitation: Rape, Child Sexual Abuse and Workplace Harassment, Beverly Hills, Ca.: Sage, 1984.

[3] Based on a study conducted at U.C.L.A. by R. Giarruso, J. Goodchilds, P. Johnson, G. Zellman.

Small Group Activity

- Utilize the transparency and pages 13 & 14 in the same way as the large group.
- You may wish to tally answers privately since anonymity is more difficult in a very small group.

IS IT ALL RIGHT?

If a male holds a female down and forces her to engage in intercourse if:

	Agree	Disagree
• He spent a lot of money on her	☐	☐
• He is so turned on he thinks he can't stop	☐	☐
• She has had sexual intercourse with other guys	☐	☐
• She is stoned or drunk	☐	☐
• She says she will have sex with him but changes her mind	☐	☐
• She lets him touch her above the waist	☐	☐
• They have dated a long time	☐	☐
• She has had sex with him before	☐	☐
• She led him on	☐	☐
• She is wearing suggestive clothing	☐	☐
• She is hitchhiking	☐	☐
• She is out by herself late at night	☐	☐
• She is living with him but they are currently separated.	☐	☐

IS IT ALL RIGHT?

If a male holds a female down and forces her to engage in intercourse if:

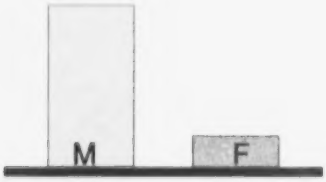
	Agree	Disagree
• He spent a lot of money on her	☐	☐
• He is so turned on he thinks he can't stop	☐	☐
• She has had sexual intercourse with other guys	☐	☐
• She is stoned or drunk	☐	☐
• She says she will have sex with him but changes her mind	☐	☐
• She lets him touch her above the waist	☐	☐
• They have dated a long time	☐	☐
• She has had sex with him before	☐	☐
• She led him on	☐	☐
• She is wearing suggestive clothing	☐	☐
• She is hitchhiking	☐	☐
• She is out by herself late at night	☐	☐
• She is living with him but they are currently separated.	☐	☐

All of these situations describe rape because

✔ there was no consent ✔ force was used

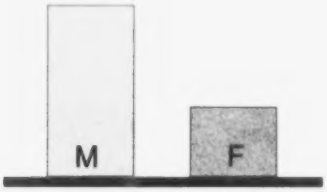
(Taken from "Top Secret" by Billie Jo Flerchinger and Jennifer Fay, Copyright 1982, King County Rape Relief)

In recent years several people have asked high school students under what conditions it would be okay to hold a girl down and force her to have sexual intercourse. It is pretty eye opening to realize that teens like you and your friends answered this question with a YES under the following conditions:



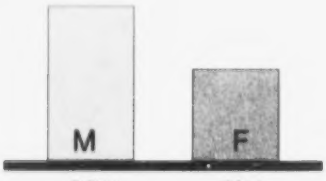
39% 12%

HE SPENDS A LOT OF MONEY ON HER



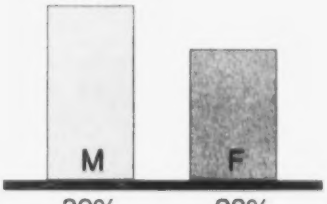
39% 18%

SHE IS STONED OR DRUNK



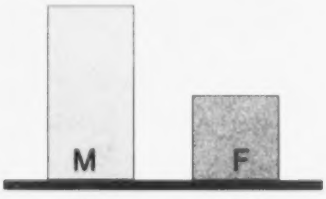
36% 21%

HE'S SO TURNED ON HE CAN'T STOP



39% 28%

SHE LETS HIM TOUCH HER ABOVE THE WAIST



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SHE HAS HAD INTERCOURSE WITH OTHER MALES

Even though people know that forced sexual intercourse is rape they often don't identify it in a dating situation.

(Based on a study conducted at U.C.L.A. by R. Giarruso, J. Goodchilds, P. Johnson and G. Zellman.)

What Do We Know?

Teens' lack of information leads to fears and stereotypical beliefs. Direct, accurate information is the best way to dispel fears and challenge erroneous beliefs.

Large Group Activity

- Read each segment of the page orally with the group. Discuss the information presented.
- Supplement with additional information as needed.

Additional Information:
We know people don't ask to get raped, hitchhikers don't ask to get raped:

People sometimes have the attitude that if a person
-wears suggestive clothing,
-walks in an unsafe area alone,
-or accepts an invitation to the home of a friend while their parents are away,
-engages in necking and petting but suddenly stops before "going all the way";
they are asking to be sexually assaulted.

In fact, there are many people who do these things for many reasons and are not sexually assaulted. It may, indeed, be poor judgment to do some of these things but that does not make the victim responsible for the crime. The offender is.

Victims may not always be able to prevent sexual assault:

Actual weapons are used in less than 20% of rapes. [4] The type of force used is usually the threat of harm, pushing, shoving and the greater size and strength of the offender. People who have been victimized tell us that what they most fear is not the sexual assault itself but that they will be killed. People sometimes have had self-defense training and are able to

[4] Brownmiller, Susan. Against Our Will. New York: Simon and Schuster, 1975.

utilize those skills. Others with the same training find themselves in unpracticed situations or in situations that they are unable to utilize the skills they know. Sometimes fear immobilizes people. Have you ever been so frightened that you tried to scream and no sound came out of your mouth? Screaming is something most people think they can do whenever they want to. It isn't necessarily so.

Both young men and women are assaulted:

One in four girls is sexually assaulted by age sixteen. These numbers have been long accepted. Being newly reported is that one in seven boys will be sexually assaulted by age sixteen. [5] As it becomes more socially acceptable for young men to tell about the abuse that has happened to them, it is reasonable to assume that the numbers of reports will increase. This has certainly been true for girls.

Sexual preference:

Boys are usually raped by males. Sometimes boys are raped by gangs of older males. Most rapists of adolescent boys consider themselves hetero-sexual in their adult relationships. Rape is primarily an act of control, power and a tool for humiliation. It is also true that some men who rape other males do so to satisfy their deviant sexual arousal patterns. The fact that the boy was sexually assaulted by a male does not mean that the boy is or will be homosexual in his sexual orientation. The fact that he was singled out for abuse means that circumstances provided the offender with the opportunity to isolate the young man and use some force or threat or the manipulation of a special relationship to gain compliance.

Though most offenders of young males are male, there is beginning to be research which reveals that women are sometimes perpetrators of abuse as well. Current statistics suggest that 5% of abused girls and 20% of abused boys are abused by females [6]. These preliminary numbers do not differentiate between in-home abuse and abuse out of the home, nor do they address the age of victimization. Though these figures demonstrate abuse by females, it must be stressed that the far greater liklihood is abuse by a male.

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[5] Finkelhor, David (1984)
[6] Russell, Diana E.H., The Secret Trauma: Incest in the Lives of Girls's and Women, Basic Books, Inc., 1986, New York,NY.

Sexual assault isn't all that hard to define. Generally it means any unwanted, forced sexual contact. This can take many different forms. It can be

- ✔ harassment
- ✔ exposing--flashing
- ✔ forcing a person to pose for sexual pictures or making a person look at pornography
- ✔ fondling--unwanted sexual touching
- ✔ rape (actual penetration of the vagina, anus or mouth with the penis OR penetration of the vagina or anus with an object.

The legal definitions are more complicated but there are two important elements. They are:

1) unwanted sexual contact

2) coercion (meaning some kind of force)

It can happen between friends, dates, strangers, with people you know a little or a lot, people that you trust, relatives, other guys...anyone.

It can happen at home, at a friend's house, at school, at the gym,in a car....anywhere.

And it can happen to girls, guys, men, women, old or young.... anyone....even to you or to those you care about.

What Do We Know About Sexual Assault?

We know that people don't ask to be raped.	Rape is a hurtful and humiliating crime, the effects of which can be long lasting. No one willingly asks to be hurt.
We know that people who hitchhike are not asking to be raped.	Hitchhiking is risky, but in taking risks none of us asks to be assaulted, kidnapped or raped. None of us asks to be a victim of violent crime.
We know that victims may not always be able to prevent rape.	Each situation is unique. All of us react to fear differently. Even if a victim tries to protect himself, circumstances may make escape impossible.
We know that both young men and young women are sexually assaulted.	National statistics indicate that at least one in four girls and one in seven boys will be sexually assaulted.
We know that a young man's sexual preference is not determined by his sexual victimization.	Young men are most often assaulted by men who are hetero-sexual in their adult relationships. It is not normal to be aroused by a person so much younger than they are. This has nothing to do with the victim. It has only to do with the offender.
We know that victims are not responsible for being raped.	Rape is a crime carried out by the offender. It is often planned. Sometimes it happens because the offender does not respect the limits set by the victim - sexual activity continues after the offender is told to stop. Victims are not responsible for the assault.

What is Missing?

The importance of evaluating and setting personal limits is paramount. But, the ability to put names to feelings and values is not easily acquired. Without the words to name feelings and values, personal limits cannot be defined and set and discussed with a partner.

The timing of communication about limits is also very important. It's not easy to have a rational discussion about sexual limits if you've been necking with someone for half an hour and then you decide to stop and chat about limits. Receptivity to information will be severely limited. So, stress the importance of finding ways and times to talk about values and limits before the "heat of the moment".

Large Group Activity

- Read pages 17 and 18 together
- Brainstrom list of names for
  1) feelings that happen at a time of intimacy;
  2) values that you hold regarding sexual activity;
  3) limits you or others might want to set.
- Once there are names to associate with feelings, values and limits, discuss
  I) why they are tough to talk about (Will he still like me? Will she think I'm not romantic enough?)
  2) assertive ways of communicating them.
- Review the boxed list of guidelines (see transparency).

Small Group Activity

- Same as large group activity -
- Provide role plays of situations requiring participants to respond assertively to group leader (see appendix). Group leader should vary her/his responses to allow participants to practice assertive responses to an adult.

Being in Control

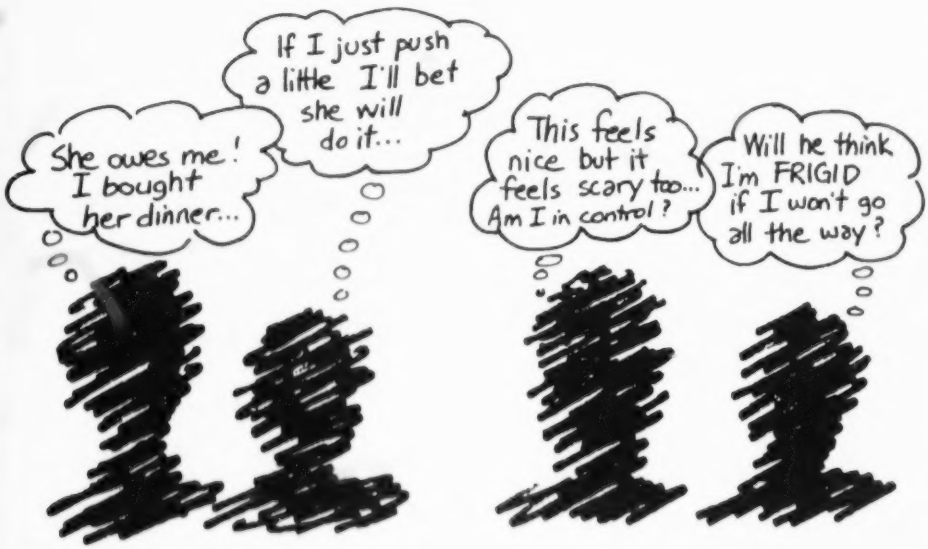
1. Know your limits
   Decide how far you want to go-
   Decide where you want to stop-

2. Set and discuss limits beforehand
   Might be embarrassing/hard to do-
   Might need to be done over several conversations
   as the relationship is developing-

3. Listen to your intuition
   When you don't feel comfortable, listen to yourself-
   trust your gut feeling-

4. Listen to and respect your partners' limits-
   When your partner has reached her/his limit, STOP-

5. Be assertive ---- You have the right to have control over your own body. You do not have the right to have control over anyone elses body-


She owes me! I bought her dinner...
If I just push a little I'll bet she will do it...
This feels nice but it feels scary too... Am I in control?
Will he think I'm FRIGID if I won't go all the way?

Transparency/Activity Sheet
To accompany: What's Missing (pages 17, 18)

What's Missing?
I wonder if it's okay to kiss her
She's letting me do more than I thought she would...
She owes me! I bought her dinner...
If I just push a little. I'll bet she will do it...
We went all
before but
want to th
what do I

Communication, That's What!

The expectations, hopes and beliefs you and your date bring to the dating situation have a lot to do with how smoothly it goes for the two of you.

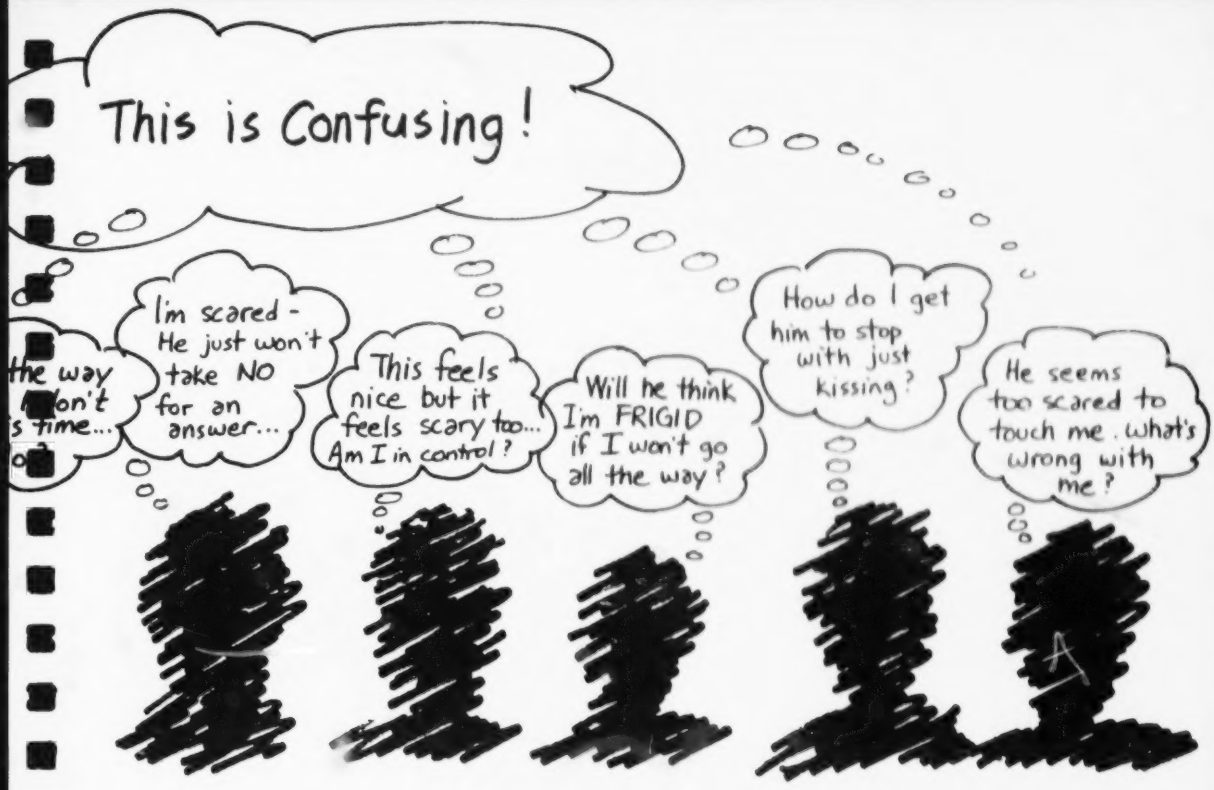
Jamal and Latisha had been dating for several weeks. It seemed like things had been going pretty well. They enjoyed being together. Both of them had privately thought that they wanted to get a little more serious.

Latisha thought, "I just want to have fun, no hassles, but I want him to know I like him...a lot."

Jamal was thinking, "I want to have fun and I think I want to do more sexual things with her, but I'm really not ready to make love with her."

Even though it made him pretty nervous, Jamal decided to take a chance and talk about it. He told Latisha that he really liked her a lot and that it seemed awfully important to him to talk about what he was hoping their relationship could become. He was surprised when Latisha seemed almost relieved to be able to tell him what she was hoping, too.

You'll find that E.S.P. doesn't work in relationships. If you are expecting certain things or if you have certain limits it is very important to talk about them.


This is Confusing!
the way
on't
s time...
I'm scared - He just won't take NO for an answer...
This feels nice but it feels scary too... Am I in control?
Will he think I'm FRIGID if I won't go all the way?
How do I get him to stop with just kissing?
He seems too scared to touch me. What's wrong with me?

SO--

1. Know your limits.
2. Set and discuss your limits beforehand.
3. Listen to your intuition.
4. Listen to and respect your partners limits.
5. Be assertive, act immediately if your limits are reached.

What Does No Mean?

Saying and hearing "No" is a shared responsibility in a relationship. Both partners need to be able to say "no" in an assertive and direct way and the other partner needs to accept the "no" as NO. The problem is that during times of intense intimacy, requests to slow down or stop might not sound all that direct or assertive. The body may still be responding to the pleasant touching but the mind is trying to make the mouth say that the limit has been reached. It is the responsibility of both partners to respect the request to stop when it is spoken and in whatever way it is spoken. "No" means No.

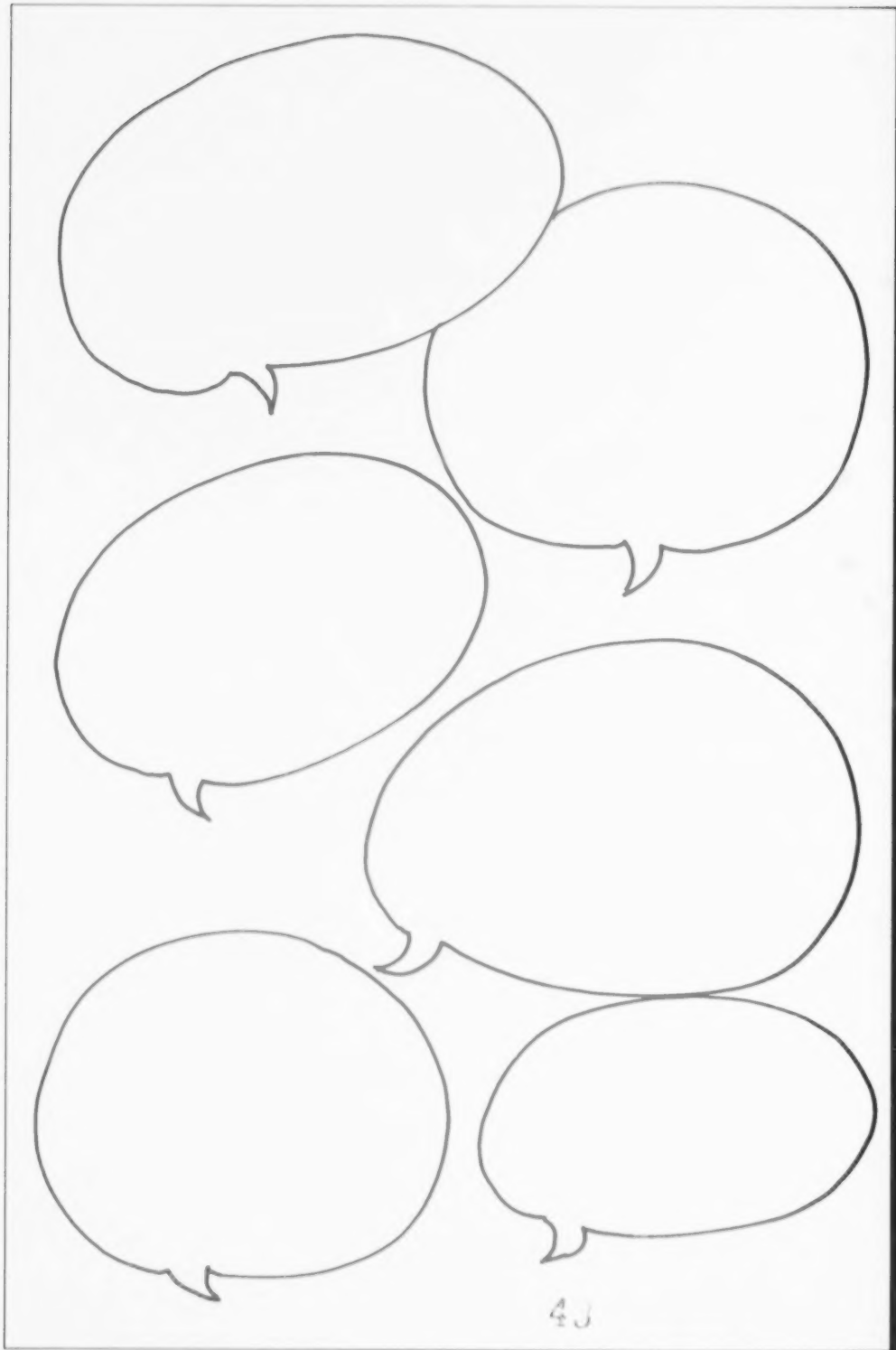
Large Group Activity

- Read page 19
  1) Have participants answer question on page 19.
  2) Have participants write other things that "NO" might mean to some people in the blank lines on page 19. Share aloud with group.
- Have each participant complete the activity sheet "NO"
- Compile answers to each on chart, chalkboard or transparency.
- Put a "D" in front of direct responses. Put an "I" in front of indirect responses. Assess which responses the group thinks are more effective.

- Discuss the relationship between body language that reinforces "NO" and the ability of a partner to hear "NO".
- Discuss how body language negates "NO".
- Read p. 20 together and discuss:
  Summarize that risking and hurting another is not okay.

WHAT DO YOU THINK WHEN YOU ARE BEING CLOSE OR INTIMATE WITH SOMEONE, IT BECOMES TOO INTENSE AND YOU WANT TO STOP?
What do you say (girl) or hear (boy) from your partner when you/they are trying to say NO?
What do people say to mean yes?
WRITE A
1) DIRECT
2) RESPECTFUL
3) KIND
PHRASE THAT EXPRESSES NO.

Activity Sheet
To accompany: What Does No Mean? (pages 19, 20)



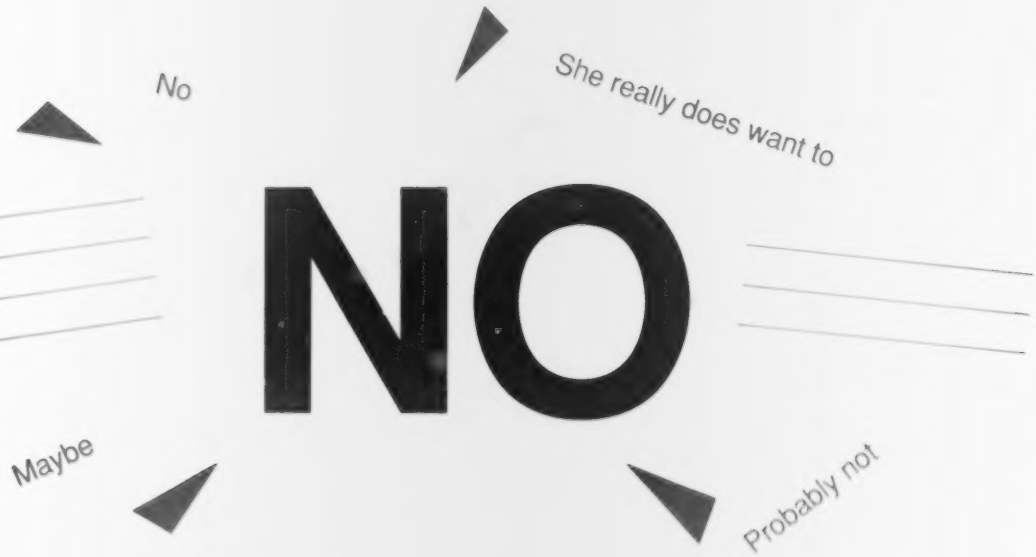
Transparency
To accompany: What Does No Mean (pages 19, 20)

Why is it that some people hear the word **NO** and think that it means something else?

Where do these other meanings come from? How do we know what he or she really means by **NO**.

Communication means listening as well as telling. It means hearing what the other person says as well as saying what you mean.

WHAT DOES NO MEAN?



WHAT ARE THE RISKS

The risk in believing that No means No is that:

- ✔ you might not get what you want

The risks of **not** believing that No means No are that:

- ✔ someone will get hurt either emotionally or physically
- ✔ a sexual assault, from unwanted sexual touching to rape, could happen
- ✔ it may mean the end of a relationship that you really wanted to keep

When Is It Too Late To Say No?

The fact is that it should never be too late to say "No". The reality is that we sometimes don't want to hear "No".

The scenario of Mary and Stan illustrates the progression of a date to the point where Mary has had enough intimacy. The scenario ends before we know if Stan stops or not.

A comment often heard is "It's not fair to Stan. He can't stop now." The discussion of a scenario about a guy who has been really turned on and abruptly forced to stop is useful to illustrate that, though uncomfortable, it is possible to stop.

For example:

> The couple is necking in his car at a park. A police officer shines his light in the car window...can the guy stop? The couple has been in the rec room being pretty intimate and the guys dad walks in the room... can he stop?

Of course, stopping is very possible. The motivation to stop is very strong in these instances, but it is just as possible when the partner says that her/ his sexual limits have been reached and she/he wants to stop.

Large Group Activity

- Read p. 21
- Answer/Discuss
  - * Can you identify when either or both Stan & Mary became concerned about the date?
  - * Discuss questions at the end of the story. Identify real worries/ feelings and myths.
- Read p. 22 - Have participants explain why it's rape if Stan doesn't stop and has sex with Mary.

Small Group Activity

- Complete large group activity
- Explore how different relationships could make saying and hearing "NO" more difficult.
- Affirm the right of girls and boys to say no when they have reached their limit of intimacy.

When Is It Too Late To Say No? (Is it ever?)

Mary and Stan were having a great time. They had gone to the ball game and the dance afterward. It had been such a good band that everyone felt really "up" after the dance.

Two couples decided to go to the local pizza place for something to eat. They were all starved!

Mary and Stan went along. Stan bought dinner. Mary was a little worried. It was beginning to be an expensive date. She didn't know if she should offer to pay for some things or if he'd be insulted. They got into the ball game with their school activity cards, but he had paid for the dance and food they had eaten earlier in the evening.

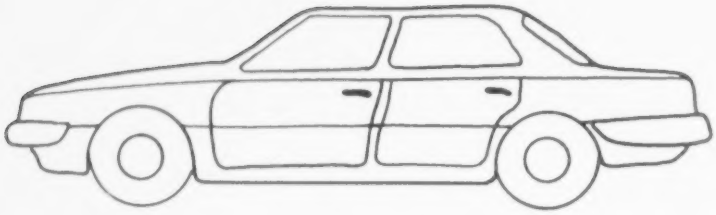
Stan was getting a little worried too. He hadn't planned to go for pizza after the dance, but all his friends were going.

As they left dinner they drove, just the two of them, toward Mary's home. Stan pulled off the road into a nearby park and stopped the car. It made Mary a little nervous, but they were having so much fun that it didn't seem to matter.

Stan and Mary began to neck. It felt good and they talked and joked around and kissed for quite a while. Stan began to touch Mary's breasts and her thighs. She began to rub Stan's legs and thighs. Their touching and exploring of each other became more and more exciting.

Suddenly, Mary felt scared. She had a lot of mixed up thoughts running around in her head. She liked all of the feelings but she didn't want to go any farther. So she told him, "No Stan. We have to stop now." Then she began to worry...How was Stan feeling? What did she owe him after the fun evening he had shown her and all the money he had spent? Would he hate her forever, now? Would he be "physically damaged" if she wouldn't let him go all the way? She didn't believe that old myth but it worried her all the same.

What If?



He said Okay and stopped

Consequences

They were both frustrated
but talked it over and
worked it out

He kept going

Consequences

He raped her

No matter what the relationship
or the situation it is NEVER too late
to say no and it's never too late to hear no!

Something to Consider (Juan & Jerry)

The sort of hazing that Juan and Jerry endure is sometimes considered by adults and older teens part of "rights of passage" for younger teens. Males particularly have difficulty seeing this sort of thing as "sexually" abusive. It needs to be recognized that in this situation, the point of sexual contact was to humiliate the younger boys. The situation starts with swiping the boys clothing. It escalates to grabbing their genitals. The potential for further escalation exists.

Large Group Activity

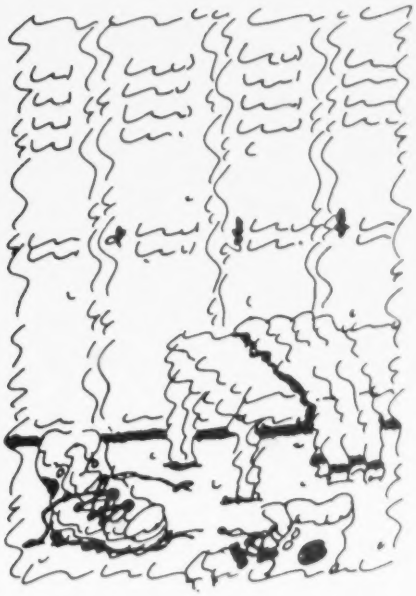
- Read p. 23-24 together.
- Answer the questions in the box on p. 24. Use the format on the accompanying transparency/activity sheet to evaluate what Juan & Jerry could do...
- Discuss how the students might respond if they were Juan & Jerry's friend and heard about what was happening.
- What things in the story or your discussion are the biggest obstacles to Juan & Jerry's telling someone?

Sample:
If they confronted the other guys

	Positive	Negative
For Juan & Jerry	They would know how Juan & Jerry felt. They might leave them alone.	It would be scary. It might make them mad.
For others	It might make them leave others alone.	It might make others afraid that they'd be picked on.

Small Group Activity

- Complete large group activities.
- Brainstorm ways Juan and Jerry could tell.
  Make up actual words they might use.
  List on chart or board.



WHAT IF...

- they confronted the older guys?
- told an adult?
- told some friends?

choose one...

	Positive Consequences	Negative Consequences
For Juan & Jerry		
For Others		

Activity Sheet
To accompany: Something to Consider (pages 23, 24)

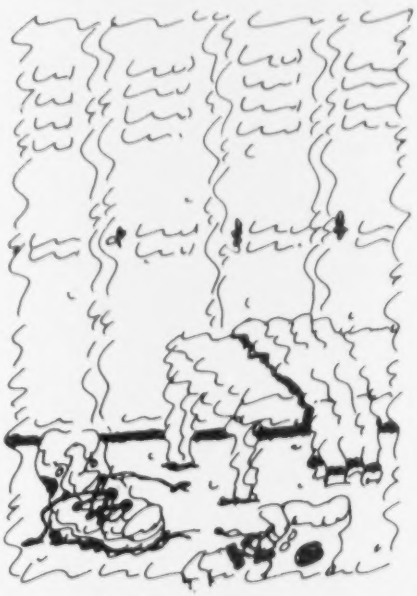
Something to Consider

What if it happens to you?

It might seem impossible but stories like tthis one are not unusual:

Juan and Jerry were new at the high school. Not only were they new, but they were freshmen. There was so much for them to learn about all at once. Gym class was no exception.

Each day after class their gym teacher would have them run laps and when they finished they headed for the showers. The first day after class two seniors ran through the locker room as Juan and Jerry were showering and swiped their clothes. They took them out in the hall and left Juan and Jerry dripping in their towels. The guys were good sports about it, got their shorts on and retrieved their clothes. It made them really mad, though.



The next day the same seniors ran through the shower room at the same time. It was becoming clear to Juan and Jerry that they had been selected to be these guys' personal fun. The older guys wrestled Juan and Jerry to the floor and made them beg to be let up before they ran off. Others of the freshman gym class saw what was going on but they tried to ignore it. They probably figured that if they interfered it might happen to them.

Jerry and Juan were beginning to feel a bit scared. They knew that they were sitting ducks after gym class and they didn't like it.

The next time it happened the same guys ran through and this time they wrestled Juan and Jerry to the ground and began touching their private parts. After they ran off Jerry and Juan talked about what was happening.

Jerry was getting tired of the hassle. He thought that they should tell someone what was happening. Juan said not to make a big deal out of it because it would just cause more trouble. Besides, it's embarrassing to tell...how are you going to say to your gym teacher or the principal that a couple of seniors are running into the locker room and grabbing your balls? They were freshmen and they were new at this school. If they told on these guys they might never belong here.

What was happening to Juan and Jerry was assault. At first it was a small hassle. Something that freshmen might not think too strange from older students. It turned into a kind of sexual assault. The kind of touching that was happening was not appropriate at all. If it doesn't stop now it's hard to tell where it might end. These guys don't have an easy decision to make.

What Do You Think?

How do you think Juan and Jerry are feeling?

How would you feel if this were to happen to you?

What do you think they could do?

...confront the older guys?

...tell an adult?

...tell some other friends?

What would you say to Juan and Jerry if they were your friends and they told you what was going on?

Something To Consider/Dave's Story

The sexual abuse of young males is known to be vastly under-reported. It is known, from studies by Abel, et. al.,[7] that adolescent males are more at risk outside of the home than in the family. These offenses often occur in the context of specialized relationships with older males. This relationship might be in the nature of support, teaching, friendship, surrogate father-figure, coach or other figure of importance and authority.

The sexual abuse often starts within this relationship that is made special. Changes in the relationship occur slowly. Requests of the young person from the adult are, at first reasonable, but often surrounded with secrecy. "Don't tell because they wouldn't understand. Don't tell because they'd be jealous. Don't tell because.....".

Gradually the requests become different, unreasonable. It is difficult for the young person to see where the line between behavior that was okay and behavior that isn't okay was crossed. Sometimes the victim feels responsible and trapped. It's important to help young people realize that it is the adult who is responsible.

Large Group Activity

- Read p. 25, 26.
- Discuss/answer the qustions at the end of the story on page 26.
- Read the statement in the box aloud. Affirm that it's easier to see where things changed from being OK to being not OK when you have all the information and you see how the story ends.

Extension Activity

- Direct the group to think of situations they've gotten stuck in that seemed okay at first.
- Describe limits or rules which were broken or breached.
- Discuss the similiarity to Dave's situation.
- Utilize the transparency/activity sheet to make sure all elements of situations are considered.

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[7] Abel, G.G., Becker, J.V., Mittleman, M.S., & Cunningham-Rather, J., "The Self-reported Molestations of Non-Incarcerated Child Molesters Presentation to the National Institute of Mental Health Meeting on the Assessment and Treatment of Sex Offenders",(l986, Feb.), Florida Mental Health Institute, Tampa, FL. in Porter , Eugene, "Treating the Young Male Victim of Sexual Assault: Issues and Intervention Strategies", Safer Society Press, Syracuse, N.Y., 1986.

How Could It Happen?

What Happened in the beginning?	What limits or rules got broken?	What happened in the end?
For example You arranged to go to a party with your friends.	They said their parents would be there, but they left.	The party got real wild and it began to feel scary.

Transparency/Activity Sheet
To accompany: Something to Consider (Dave's Story) (pages 25, 26)

Dave also had an experience with sexual assault. It was quite different from Juan and Jerry's experience, but it was sexual assault all the same.

Dave was not active in school activities, sports or after school clubs. He had lots of interests at home which were more important to him. One of those hobbies was photography. He enjoyed taking pictures and he really liked working in the darkroom developing and enlarging his work.

A longtime family friend was also a photographer. He offered to let Dave use his enlarger which was much better than Dave's.

After several weeks of work with Dave's negatives, the man brought out some shots that he had taken to show Dave how to take better pictures. All of them were pictures of nude guys about Dave's age. The man told Dave that it was best to photograph people without their clothing in order to "study" the human body.

Dave felt embarrassed and, to tell the truth, a little shocked when he looked at the pictures. He began to laugh at the way the people in the pictures looked.

The man said that he understood Dave's embarrassment but he also told Dave that this would help him become more mature. "All young men need someone to teach them," he would say. Then he showed Dave some other pictures which included shots of a couple of guys Dave knew.

Seeing these pictures, said the man, might make Dave feel a little less awkward about posing himself. After all, these other guys had done it and Dave really should, too.

Dave felt funny about taking his clothes off and posing for pictures, but he knew the man very well and he trusted him. This man was a good friend of his Dad's and Dave had known him all his life. He felt sure that this man wouldn't ask him to do anything that he shouldn't and besides, if his friends had done it, why not?

After a while he began to think that some of the things the man was doing had nothing to do with better photography.....He wanted to tell his Mom or Dad, but he didn't know what to say.

Questions to Ask Yourself?

How might Dave have felt trapped in the situation with his photographer friend?

Were there times when Dave might have had an opportunity to get out of the situation?

What might he have done?

What did the man say to try to convince Dave that this was a reasonable thing to do?

It's important to remember that you have all of the facts when thinking about the situation. Dave had only a little information at a time. All of the pieces fit together like clues in a puzzle now, but when Dave was going through it all the facts were incomplete. That's how it is for most young men when an incident like this occurs. Thinking about it now may help you to better recognize when someone you trust, who has always been reasonable with you, asks you to do something unreasonable.

We Know These Things/Keeping Safe

Keeping Safe:

To be a teen is to take risks, push limits and test independence. In doing these things, teens can think themselves invincible. If anything bad is to happen, it will be to someone else. To males, socialized to independence, strength and control, the belief that they could be victimized is almost impossible to accept. When they do hear of some male being victimized, they try to define the person as someone very different from themselves as if to explain why it could happen to that person and not to themselves. Accurate information must be provided to raise their level of awareness about the potential for male victimization and to reduce the tendency to blame victims for the assault.

This lesson should reinforce that close relationships may be abused. That if someone stops respecting wishes or crosses your limits, that's a danger signal no matter who that person is. Teens need to be encouraged to pay attention to their instincts and trust them. They have a right to say no.

Large Group Activity

- Read list on p. 27 and add information, comment and/or example.
- Read Keeping Safe section on p. 28.
  Use transparency/activity sheet which is designed to acknowledge the fantasy of invincibility and to refocus attention to actual possible responses. Ask students how they fantasize they might respond to a sexual assault. Ask them to suggest a real response.
- Discuss danger signs in changes in relationships and situations.
- Reinforce that it is not the victim's fault.

Small Group Activity

- Complete large group activity.
- Read case study of Kim aloud to group.
- Evaluate and discuss:
  1) What happened?
  2) How did Kim feel?
  3) What will Kim do?

Case Study

Kim was 15. He delivered groceries for his neighborhood market. The job was a good one. The store owner paid him by the hour and he often received tips from people he delivered groceries to. Most of the people were old or sick and couldn't get to the market on their own. Each week he would make deliveries to mostly the same houses. At one of the homes, Kim got to know the market customer pretty well. The man had a dog and when Kim delivered the groceries, the dog needed feeding. When the man asked if Kim would feed the dog, Kim said he would. He came into the house and put the food in the dog's dish and left. Each week after that, Kim fed the dog and talked to the owner. The owner, a young man who had a broken leg, thanked Kim very much.

Then one week when Kim delivered the groceries and went inside to feed the dog, the man was on the couch without his shirt on. He told Kim that he needed help getting out of his pants so he could go to bed. His broken leg made it very difficult. Kim felt funny about this. He was just supposed to deliver groceries, but this man said he needed help. Kim had always been taught that if an adult asks you to do something, then you should do it. Kim helped the man off with his clothing and the man thanked him and paid him an extra big tip. He told Kim not to tell the man who owned the market because he wouldn't like that Kim did anything but deliver groceries. The very next week, Kim delivered groceries, fed the dog and talked with the man. The man began to take off his clothes and asked Kim to put lotion on his skin. When the man was completely naked, Kim decided that this was not something he wanted to do. He went back to the store but he worried about what to do next week when he had to deliver groceries to the man.

Note:
Kim, like many teens, has been taught to be respectful and obedient to adults. Discuss with participants what role these learnings might play in a situation like this. How might participants try to solve the problem?

What If.....

Someone tried to sexually assault you?

Fantasy	Reality
. I'd beat them up!	. I'd say NO & try to leave
. I'D KICK HIM WHERE IT HURTS	. I'D PULL AWAY IF I COULD & I'D TELL SOMEONE

You're not Superman and nobody expects you to be!

Transparency/Activity Sheet
To accompany: Keeping Safe (page 28)

We Know These Things

Yes, it does happen to guys... and it can be frightening, degrading, hurtful, forced and it is certainly a crime, just as it is for young women.

We know these things about the sexual assault of young men.

1. Many more young men are molested than report. We know this because those who do tell often tell about other boys molested by the same person who abused them. Some researchers say that many boys who tell are able to tell of 10 more who have been sexually assaulted.
2. Very young boys are more at risk of sexual assault by family members or caretakers.
3. Young teen-age boys are most at risk of being sexually assaulted by friendly authority figures such as a teacher, coach or youth leader.
4. Older teen-age boys are most at risk of being sexually assaulted by peers and adults.

Keeping Safe

What can you do to help keep yourself safe?
Well, there aren't any guarantees, but there are some precautions and actions which may help a lot.

Believe that sexual assault could happen to you.
It can happen to guys.....and no one is invincible.

Be aware--and alert in any situation.
Relationships can be abused. Being aware that an assault is a possibility is the first step to being safer.

Pay attention to your instincts.
If something feels like it's wrong or scary trust that feeling. You're probably right.

Take notice of changes in relationships.
If someone stops respecting your wishes or limits they may be the kind of person who would take advantage of you.

Remember: **It isn't your fault** if you are unable to avoid a sexual assault. Realize that even doing your best may not get you out of the situation. Whatever you do is, at that time, the best that you could do. You're not less of a man if it happens to you. It isn't your fault.

To Tell or Not To Tell

Working through this lesson and discussing it together provides an opportunity to discover what pressures affect a teen's willingness and/or ability to discuss a difficulty they might be having. It also is a time of granting permission to ask for help, a reassurance that teens do not need to solve everything themselves.

The participant will emerge with a realistic appraisal of his own support system if he will complete each section with thought. It may be that some parts of his support system could not be supportive. Working through the exercise may help generate alternative support people to those he might automatically think of.

Large Group Activity

- Read "To Tell or Not To Tell" and direct the participants to complete one section at a time. It is imperative that answers are permitted to be held confidential if the participant is not willing to share them with the group.
- Listen to and discuss answers that participants are willing to share.
- Read transparency/activity sheet "Why They Didn't Tell".
- Discuss the following questions:

  How do you think these kids' experiences might have been different if they had known what you know?

  How might they have been the same?

Why They Didn't Tell

These are reasons that kids like you didn't tell someone after they had been sexually assaulted.

How would you answer them?

He told me people won't understand, so we better not say anything. (13)

HE SAID HE WAS SHOWING ME WHAT IT WAS TO BE A MAN. I WAS EMBARRASSED AND AFRAID TO TELL. (17)

I was afraid he'd hurt others in my family if I told. He told me he would. (14)

I kept hoping he wouldn't do it again. He can be really nice. (13)

He said people would think there was something wrong with me. (16)

HE SAID "WHO WOULD BELIEVE YOUR WORD AGAINST MINE? YOU'RE JUST A KID." (15)

Transparency/Activity Sheet
To accompany: To Tell or Not to Tell (pages 29, 30)

To Tell or Not To Tell

That's the Big Question!

The next move is up to you. If you were assaulted would you tell? How would you handle it if you didn't tell?

Try this:
In the following spaces list what you think might happen To You....if....

How might your friends treat you if you told them you had been sexually assaulted?

How might your friends treat you if you had been sexually assaulted and you didn't tell them?

6-1

How would you feel if you told someone.....?

Or - If you kept it to yourself and didn't tell anyone?

How would your parents react if you told them you had been sexually assaulted?

.....if you didn't tell them?

Who Might You Tell?

This lesson is an opportunity to find out about what resources exist in your own community. Participants will learn how to access support services.

Large Group Activity

- Guide a discussion using the framework of p. 31.
- Elicit from the group experiences other than sexual assault in which they needed help.
  1) Who did they tell?
  2) What was the response?
- Think of examples of the people listed on p. 31. Add other resource people you think of, i.e., parents, friends, parents of friends, etc.
- Discuss how the conditions, such as alcohol or drug use, affect this decision-making process.

Small Group Activity

- Complete large group activity.
- Brainstorm local "helping" agencies. Utilize telephone books to find phone numbers to complete list on p. 31.

Extension Activity

- Have community resource representatives speak.
- Find what resouces are available in your community. Invite representatives of one or more agencies to speak to your group. Be sure to invite and include information from culturally diverse service providers.

Who Might You Tell?

Before you make a decision about whom to tell, you might try this test. I) How do you think they will react? 2) How do they usually react to big problems?

Sometimes conditions of the assault affect a person's willingness to tell. For example:

What if others at your school would find out?

What if there had been alcohol or drugs where you were assaulted? What if it involved other guys?

What if you were doing something or were in a place you've been told not to be? (hitchhiking, for example) If so, keep this in mind. ***Sexual assault is not a fair punishment for breaking a rule.*** The sexual assault was not your fault.

And finally-

Sometimes it's easier to tell someone you don't know. Your community may have resouces for you. Look for your local rape crisis center, crisis clinic hot line or other community agency.

Who's in your community? _____

_____

_____

Helping A Friend/Take Care of Yourself

Teens will often confide in one another before they will choose to disclose something to adults. This lesson will help teens (and adults) know how to support a friend who has disclosed victimization. Teens need to be taught how to listen and be supportive of a friend. They need to learn about community agencies that can help. They need to be reassured that it is okay for them to listen and to help, but that they need not shoulder the entire burden of a friend who has been victimized.

Every victim of sexual assault needs those who care about him/her to be unblaming and non-judgmental. Recovery from sexual assault happens fastest when a victim's family and friends support her/him and place blame on the perpetrator.

Large Group Activity

- Read p. 32, 33 together.
- "And one more thought"...Reiterate that ongoing abuse will likely not stop unless there is intervention that is the best help. There is no question that the potential for disruption of the family or the child's life exists. It must be explained that the abuse will not stop unless it is interrupted and some intervention occurs. Given time and good counseling family relationships may be restructured. It probably will not ever be the same again, but then that is the point. The abuse would be stopped.

Summary Activity:

- Complete the activity sheet summary "So What's It To You?" Encourage participants to look back over the entire booklet before they write an answer to the final activity. What information was new or surprising to you? What did you already know? What difference can having this information make in your life or the lives of your friends?

So What's it to You?

What difference can having this information make in your life or the lives of your friends?

Helping a Friend

If someone shares that they've been victimized you are already a trusted person. To show you are supportive:

LISTEN
What you say isn't as important as your willingness to listen. It's so hard to say just the right thing but your friend most likely needs someone who can be strong enough to hear the words that describe their feelings.

BELIEVE
One of the most hurtful things that can happen is when someone says, "No, that couldn't have happened". Many people can't cope, so they just say it couldn't happen. That's extremely hard for a victim to hear.

SHOW THAT YOU CARE
Just be there. Don't reject your friend. Sometimes people feel deserted if their friends back off too far.

HELP ERASE FEELINGS OF GUILT
Be sure your friend understands that you know that the offender is to blame. No matter what your friend could or couldn't do to get out of the situation, it's not their fault.

SUPPORT THEIR RIGHT TO BE IN CONTROL
Lots of tough decisions need to be made....like whom to tell, when to tell, what to do. Let your friend be in control of those decisions.

AND ONE MORE THOUGHT...
Some sexual assaults involve family members and can go on over a period of years. Often times the person who is being victimized is confused about what to do. They want the abuse to stop, but they don't want to hurt the family member. As a helping person you may recognize that someone, with more power than your friend, needs to be involved in order to stop the abuse. Getting someone else involved may seem painful when you first consider it, but letting an abusive situation continue to get worse can be more painful.

Take Care of Yourself

If you begin to feel like you're carrying the weight of the world on your shoulders, ask for help. Call a counselor or your local rape crisis center hot line. They can listen to you, support you and answer questions you might have. It's important that you care for yourself so you can care about your friend. Remember, you can best help by listening, believing and being supportive. It isn't your job to make everything all right.

Appendix

A Time To Tell - Teen Sexual Abuse
16 mm film

Available from: Walt Disney Educational Media Co.
1-800-423-2555 (for purchase or rental)

Suggested Audience: Grades 7 - 12
Health education, sex education & guidance classes
Youth, church & counseling groups
Library media centers

CATALOG DESCRIPTION

A Time to Tell - Teen Sexual Abuse is a sensitive and supportive film designed to elicit discussion from teenagers about acquaintance rape and incest. In the film adolescents share their own experiences in a peer support group. Important concerns such as - how acquaintance rape might occur, the importance of communication, setting limits in the face of pressure, self-esteem and consent in dating relationships are presented in easy-to-understand and honest ways. Viewers are encouraged to gain both self-respect and respect for others.

STORY CONTENT

In *A Time to Tell*, young people with adult guidance share important feelings about having self-esteem and coping with sexual pressures in a supportive peer group situation. Two main storylines focusing on acquaintance rape and incest are revealed as the teenagers talk about difficult experiences they have had.

In the first part of the film, a young woman named Chris shares some angry and confused feelings with the groups as she talks about an unhappy dating experience she had with a classmate. As she recounts the series of events, viewers learn about Chris's own lack of self-esteem along with her date's insensitive behavior.

The second vignette presents the story of 13 year old Jennifer, who for six years had to deal with an incest problem with her father. As the two talk about their situations, the peer group conversation provides desired responses and suggests more appropriate ways to deal with emotional situations that present sexual pressures. In addition, viewers are encouraged by the growth and development exhibited by the young teenagers in the peer group.

RESOURCE LIST

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Russell, D., *Sexual Exploitation: Rape, Child Sexual Abuse and Workplace Harassment.*, 1984, Sage, Beverly Hills, CA.

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Additional Scenarios

Mikel was 15. He worked out on the Nautilus machine at his parents health club and some of the girls say he was beginning to look like a hunk. He wasn't sure whether he liked the attention that the young women at the club were paying him or whether he was embarrassed. That was just the way it was. One day one of the women who taught an aerobics class stopped by and told him how great he looked. She invited him to come to the health club hot tub with her if he would like. He was surprised that someone who was 26 and pretty sophisticated would be interested in spending any time with him, but she was fun to talk to and he had always wanted to use the tub... so he went.

She continued to talk with him and invite him to the tub and sauna on a regular basis. Mikel was impressed that she liked him so much. One day she invited him to her house and he went. After a short time in her hot tub she invited him to her bedroom and they had sex.

Note:
This situation may not be recognized as abusive. This type of scenario is often touted as "experience" for the young man, or "growing up", "coming of age". Male socialization provides these ways to deny the abuse. It is, however, abuse. The age difference between the woman and the young man provides the basis. He is under the age of consent in most states.

It must be stressed that the sexual assault of males is most often perpetrated by a male. This scenario appears in the appendix so that its use as an example can be carefully structured. If participants in the group are allowed to think that women are typical offenders it will leave them vulnerable to the most common kind of sexual assault experience, victimization by a male.

Rick was 15 and had been on the junior varsity wrestling team for 2 years. This year he was so excited. Finally Coach Smith had put him on the varsity team which had gone to State last year. It seemed like he had been trying to please Coach Smith for 2 years and this fall he had finally done it. It really meant a lot to him that the coach thought he could do well on the varsity team.

One night after turn out Coach Smith asked Rick to stay late so he could go over his "escapes" and his "half-nelson" with him. Coach Smith said that most of Ricks moves were going very smoothly except for these areas. This made Rick feel happy and hopeful that the Coach was pleased with his performance. He wanted so much to be a good wrestler, make the team and most of all, please the coach.

As Rick and Coach Smith were practicing these moves, the Coach brushed his hand on Rick's genitals. Rick was a little startled, but figured it was probably an accident. But then, as Rick and the coach were in another position Rick definitely felt the coach's hand firmly grasping his genitals.

Note:
Evaluate and discuss this situation as you did "Dave's Story" on pages 25 and 26. Rick's need for approval from the coach is a major reason why Rick might have difficulty confronting Coach Smith or telling someone what had happened.

Craig was 9. His parents were going out again and they didn't want him to stay by himself. They were going to a New Year's Eve dance and were probably going to be very late.

Craig was angry at his parents for insisting on a babysitter. He thought he was old enough to stay by himself. When the usual babysitter wasn't available he thought he had it made. He was going to get to stay up until midnight and see the New Year in all on his own.

No luck...Karen wasn't his usual babysitter but she came highly recommended by some friends of the family. His mother called Karen and she was available.

After Craig's parents left, Karen and Craig watched T.V. Karen said there was a really good movie on cable that she wanted to watch. She asked Craig if he had ever watched an "R" rated movie before. He said he had, though he really hadn't. Craig's parents would never let him watch an "R" rated movie.

Karen told Craig that he could stay up until midnight and watch the movie with her if he would do two things. First, he would have to play her special game. Secondly, he would have to keep it all a secret because his parents would get mad that she had let him do this special thing.

They watched the movie together. There was a fairly explicit love scene in the movie. When the movie was over Karen wanted Craig to do to her what the man on the TV had done to the woman on the show. That would be their new game.

Note:
Even though Craig is 9 and younger than the focus of the booklet, there may be young men in your group who were abused when they were younger. This will provide an opportunity to evaluate this situation and verbalize that Craig is not to blame. Urge participants to remember when they were 9 years old. What were their concerns, did they want to feel grown up, were they afraid of displeasing their parents?

Role Play Suggestions to Practice Assertiveness

Learning to be assertive will help you to stand up for yourself, express yourself clearly and help you assert your rights without being disrespectful to others.

Using direct eye contact, speaking in a firm tone of voice, expressing how you feel while not guessing what the other person is feeling or thinking are skills that will help you be assertive. If you feel that you do not understand what the other person is saying, ask. If you think the person you are talking with does not understand your point of view, restate what you are trying to say. Do not become angry and quarrel.

The group leader will play the part of the adult with whom you are trying to be assertive. It will be your task to convince the group leader to:

- Allow you to watch a late night TV program on a school night.
- Allow you to go to a friend's house now and mow the lawn at your own house later.
- (playing your parent) Knock on your bedroom door before entering to allow you privacy.
- (playing the part of a teacher) Allow you more time on an assignment because you had difficulty understanding the assignment and were unable to complete it on time. You understand what you are to do now and you would like one more evening to work on it at home.
- (playing the part of a coach) Allow you to pass the football by your own method which is different from his. His fear is that you will throw a bad pass and you are convinced that you can do better your way.
- (playing the part of an older kid in the neighborhood) To leave you alone and quit teasing you every day when you arrive at the bus stop.